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ABSTRACT

Noting that unilateral definitions of motor learning as separate from ideational learning are inadequate, this book identifies and explores certain branches of specific aspects of motor learning. The book is divided into three parts, dealing with curricular motor learning, compensatory motor learning, and cognitive motor learning. Part I is concerned with a discussion of curricular motor learning, learning of motor skills and curriculum content in which these motor skills can be applied. Part II starts with an overview of compensatory motor learning and takes into account how motor learning experiences can be utilized to improve upon such qualities as body awareness, laterality and directionality, visual and auditory perception, and kinesthetic and tactile perception. Part III discusses in detail the concept of cognitive motor learning, along with how motor learning is concerned with the development of skills and concepts in the elementary school curricular areas of reading, mathematics, and science. Contains 42 references. (HTH)

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